

# GRADUATE HANDBOOK

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HILLSDALE COLLEGE

VAN ANDEL GRADUATE SCHOOL OF STATESMANSHIP

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## Section 1: Organization

Located on the campus of Hillsdale College in Hillsdale, Michigan, the College's Graduate School of Statesmanship offers the Doctor of Philosophy in Politics and the Master of Arts in Politics. The principal aim of the Graduate School is to educate students in the language of American constitutionalism, and to place its graduates in positions of public service in politics, in journalism, in the Academy, and elsewhere. This aim is grounded in the mission of the College, which seeks to perpetuate the civil and religious liberties of the United States by the "diffusion of sound learning" and the comprehension of the "American experiment of self-government under law." The premise of the Graduate School is that American politics is best understood from the perspective of its first principles. Such an approach requires both a study of those principles as they were understood by America's founders and an examination of the fate of those principles in the development of modern American political institutions and practice. The first principles of American politics are rooted in what Jefferson called the "elementary books of public right," beginning with the classic works of the Western tradition. The program will start with these and continue, through the Moderns, to contemporary American political thought and politics.

The Graduate School was formally established by resolution of the Hillsdale College Board of Trustees adopted at its meeting of September 15, 2010. Final approval of the degree programs of the Graduate School of Statesmanship was announced by the Higher Learning Commission of the North Central Association in July, 2011. Hillsdale College (including its graduate program) is accredited by The Higher Learning Commission and is a member of the North Central Association. The Commission can be contacted at (800) 621-7440 or at [www.hlcommission.org](http://www.hlcommission.org).

### Governance

The Graduate School is governed by a Graduate Dean, who is appointed by the President from the tenured faculty in Politics, and a Graduate Committee, chaired by the Graduate Dean and consisting of all tenured faculty who hold a full-time appointment in Politics. The Graduate Dean reports to the President and the Provost. Subject to the approval of the President, the Graduate Committee exercises exclusive jurisdiction over the curriculum and academic policies of the graduate programs. The responsibilities of the Graduate Dean and the Graduate Committee are as follows:

#### The Dean, with the approval of the Graduate Committee:

- structures the content of the graduate curriculum
- establishes academic procedures for graduate degrees
- makes admissions decisions for the M.A. and Ph.D. programs

#### The Dean:

- determines the schedule of graduate course offerings and the personnel, from among the graduate faculty, who will offer the courses each semester
- designs the qualifying and comprehensive examinations, appoints faculty to the examination panels, and serves on each of the panels
- approves thesis and dissertation committees and sits on all defense panels
- submits periodic reports on probationary faculty to the Provost and President

**Graduate Faculty**

The regular faculty of the program, by virtue of their full-time appointment to the tenured or tenure-track Politics faculty, hold a regular, joint appointment to the graduate faculty. The Graduate Dean, with the approval of the Graduate Committee, may designate other college faculty or visiting faculty as members of the graduate faculty, for a specific term or for the purpose of offering a specific course. All courses taken for credit in the graduate program must be taught by graduate faculty.

The expectations for scholarly publishing are higher for a graduate faculty member than those for an undergraduate faculty member, including articles in scholarly journals and books with academic presses. Accordingly, reviews during the probationary period and for tenure will take these expectations into account, by means of reports conveyed by the Graduate Dean to the Provost and the President on the suitability of each probationary faculty member's publishing record for the graduate program and on the faculty member's effectiveness in teaching graduate courses and working with graduate students. These reports will be submitted not more than once per year and not less than once every two years, with copies provided to the faculty member and to the Chairman of the Department of Politics. In order to write the reports, the Graduate Dean will have access to graduate course syllabi and student evaluations of graduate courses, and may request copies of scholarly work and observe faculty teaching of graduate courses.

These factors will also be among those taken into account in the Graduate Dean's determination of who, among the graduate faculty, will be asked to offer courses in the graduate program each semester.

## Section 2: Course Offerings

Graduate courses carry the “POL” designation in the course listings, and are offered at the 600-800 level in order to distinguish them from undergraduate offerings. Some advanced undergraduate courses may be cross-listed for graduate credit, designated at the 500 level. All courses are for 3 credit hours, unless otherwise noted. The courses numbered 601-605, 621-625, and 810 are required, core courses the readings from which form the backbone of the required core texts for comprehensive examinations in the doctoral program; these courses will be offered at least once every three years so that all doctoral students will have the opportunity to take them during their tenure in the program. Other courses will be offered on a rotation determined by faculty availability and student interest.

### **I. Political Philosophy**

Students in these courses will study the great works of the Western political tradition, and will, in particular, become deeply familiar with the books that the American founders read, studied, and discussed, and that they relied upon in forming a new nation and framing the Constitution.

**601. Plato.** *Republic, Apology*, and additional dialogue(s) selected by the instructor.

**602. Aristotle.** *Nicomachean Ethics, Politics*.

**603. Medieval Political Philosophy.** Augustine, Aquinas, Alfarabi, Maimonides, Dante.

**604. Early Modern Political Philosophy.** Machiavelli, Hobbes, Locke, Rousseau, in addition to other thinkers at the discretion of the instructor, such as Montesquieu, Grotius, Pufendorf.

**605. Late Modern Political Philosophy.** Rousseau, Kant, Hegel, Marx, Nietzsche, in addition to other thinkers at the discretion of the instructor, such as Weber or Heidegger.

**701. The Natural Law.** Cicero, Aquinas, Grotius, Pufendorf, Hooker.

**702. Twentieth and Twenty-First Century Political Thought.** This course will feature the postmodern political philosophies that emerge in the twentieth century and retain their influence: existentialism, Marxist-humanism, Neo-liberalism, and the return to natural rights philosophy. Readings may include Martin Heidegger, Jean-Paul Sartre, Herbert Marcuse, Leo Strauss, Hannah Arendt, Friedrich Hayek, John Rawls, Michel Foucault, Richard Rorty, Daniel Dennett.

**703. Politics and Religion.** Augustine, Aquinas, Calvin, Luther, Spinoza, Hobbes, Rousseau, Nietzsche, and Leo Strauss.

**720. Machiavelli.** Works such as *The Prince*, the *Discourses on Livy*, and others selected by the instructor.

**722. Xenophon.** This course explores the place of Xenophon in the history of political philosophy. Through a careful reading of Xenophon’s major works, students will examine Xenophon’s presentation of the way of life of Socrates as the best way of life. They will also examine Xenophon’s presentation of the way of life of the political man as a serious alternative to the life of Socrates. *Memorabilia, Apology of Socrates to the Jury, Hiero or On Tyranny*, and excerpts from other works.

**723. Thucydides.** A study of Thucydides' history of the Peloponnesian War, focusing on the themes of necessity, justice, and the connections between foreign and domestic politics. Additional historical sources may include Diodorus Siculus, Xenophon, and Plutarch.

**724. Tocqueville.** Texts may include *Democracy in America* and *The Old Regime and the Revolution*, focusing on the question of whether or not modern states can sustain social equality without succumbing to bureaucratic despotism.

**725. Nietzsche.** This course will focus on the emergence of late-modern political philosophy in the writings of Friedrich Nietzsche. Readings may include *Ecce Homo*, *Beyond Good and Evil*, and *Genealogy of Morals*.

**726. Hobbes.** A study of selected writings of one of the founders of modern political philosophy.

**727-739. Specialized courses depending upon the interest of instructors and students.** Courses may include, but are not limited to: Xenophon, Thucydides, Cicero, Locke, Montesquieu, Tocqueville.

**740. Independent Study in Political Philosophy.**

## **II. American Politics and Political Thought**

Students in these courses will develop a firm knowledge of the first principles of American constitutionalism and will understand the fate of those principles in American political development and contemporary American politics.

**621. The American Founding.** Selected essays, speeches, and letters of leading founders, including (but not limited to) James Otis, Thomas Jefferson, James Madison, Alexander Hamilton, and George Washington. Public documents such as the Declaration of Independence, the Virginia Declaration of Rights, the U.S. Constitution, and the Northwest Ordinance. Sermons from the founding era.

**622. The Federalist.** An in-depth study of *The Federalist*, focusing on its understanding of republicanism.

**623. Nationalism and Sectionalism.** A study of American political thought from the end of the Era of Good Feelings through the Civil War. Topics include Whig and Jacksonian political thought, the nature of the Union, proslavery and abolitionist thought, popular sovereignty, and Abraham Lincoln. The course explores the divisions in American political thought from disputes over the Constitution and the Union to the more fundamental problems of the nature of liberty and of equality.

**624. American Progressivism.** The Progressive critique of American constitutionalism and its influence on politics in the twentieth century. Begins with the debates over Reconstruction, industrialization, and imperialism, then focuses on the works of Woodrow Wilson, John Dewey, Herbert Croly, Theodore Roosevelt, Frank Goodnow, Franklin Roosevelt, James Landis.

**625. The Modern American Regime.** This course examines the development of American political institutions and policymaking from 1932 to the present. Emphasis is placed upon

the relationship between American political thought and changes in the arrangements of institutions and offices. The course employs case studies to illustrate the impact of these forces on policymaking and policy outcomes. The ability of the modern American regime to serve the general interest of the nation is evaluated.

**741. The American Congress.** A study of the legislative power in the American regime. It focuses on the nature of the legislative power, and how that power was institutionalized in the Constitution. Emphasis is also placed upon the way the theory of the modern progressive administrative state has altered our conceptions of Congress and the legislative power, the implications of that change for Congress, and how that change is manifested in the delegation of legislative power to administrative agencies. The course also introduces the student to contemporary functions and procedures of Congress.

**742. The American Presidency.** An intensive study of the American presidency. It seeks to understand the structure and function of executive power in the American constitutional order. It will begin with the place of the President in the constitutionalism of the Founding Fathers, and then examine how that role has been altered by the modern progressive administrative state, along with the implications of that alteration for constitutional government. Consideration will also be given to the President's role in war and foreign affairs.

**743. Constitutional Law I.** Significant court cases and other writings from the founding to the present day regarding federalism, separation of powers, delegation of power, judicial review and the scope of judicial power. Course may be taught topically or historically.

**744. Constitutional Law II.** Significant court cases and other writings from the founding to the present on civil rights and liberties, especially religious liberty and freedom of speech. Course may be taught topically or historically.

**745. Administrative Law.** A study of the way in which regulatory agencies make national policy and the legal structure of agency policymaking. Readings will include federal court cases and will examine the constitutional legitimacy of the regulatory state.

**746. Parties and Elections.** An examination of the party and electoral systems in America from both an historical and contemporary perspective. Begins with an overview of the role of elections in a constitutional republic, and then traces of the development of American political parties from the founding period to the present day. Examines the role played by political parties in shaping our constitutional order, and addresses the manner in which recent elections and the contemporary operation of parties affects the character of American politics.

**747. Special Topics in American Political Thought.** Focuses on specialized themes in American Political Thought, with particular themes to be selected based upon mutual interest of faculty and graduate students.

**751. Statesmanship of Abraham Lincoln.** This course focuses on the political thought and actions of Abraham Lincoln and his contemporaries, including Stephen Douglas, John C. Calhoun and Roger Taney, and the political controversies of the antebellum and Civil War periods.

**752. Liberalism and the New Progressivism: American Politics after the Progressive Era.** This course will focus on the rise of liberalism after 1920, and the self-styled radicals' philosophic and political break with liberalism in the 1960s. Readings will connect philosophic ideas to changes in American institutions and culture; they may include: John Dewey, Sigmund Freud, Arthur Schlesinger, Jr., Franklin Roosevelt, Lyndon Johnson, Martin Luther King, Jr., Erich Fromm, Herbert Marcuse, C. Wright Mills, Paul Goodman, Norman O. Brown, Betty Friedan, Tom Hayden, John Rawls.

**753. American Foreign Policy.** Beginning with the Declaration of Independence, U. S. statesmen have publicly explained and defended the principles and practices of their foreign policies. Through the study of original-source documents, students will trace the course of these policies as America moved from relative weakness to great strength in the world.

**754. American Geopolitics.** By 1890 the United States had established itself as a major power; at the same time, technological advances enabled modern regimes to project military and political power more extensively and more rapidly than ever before. This course addresses the thought of American strategists who considered this new set of conditions: Mahan, Mackinder, and Spykman in the first half of the twentieth century; Fukuyama, Huntington and others in subsequent decades.

**760-779. Specialized courses depending upon the interest of instructors and students.**

**780. Independent Study in American Politics.**

### Other Coursework

**801. Doctoral Humanities Seminar I: Antiquity.** 2 credit hours, year-long. Focuses on the major works from antiquity in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

**802. Doctoral Humanities Seminar II: Middle Ages.** 2 credit hours, year-long. Focuses on the major works from the middle ages in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

**803. Doctoral Humanities Seminar III: Modernity.** 2 credit hours, year-long. Focuses on the major works from modernity in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

**804. Independent Study.**

**805. Intensive Greek for Graduate Students.** 3-9 credit hours (hours do not count toward the credit requirements for graduate degrees). Offered during occasional summers to prepare graduate students for reading competence in Greek.

**806. Intensive Latin for Graduate Students.** 3-9 credit hours (hours do not count toward the credit requirements for graduate degrees). Offered during occasional summers to prepare graduate students for reading competence in Latin.

**810. Studies in Statesmanship.** This course takes as its subject the work of a particular statesman or of a group of statesmen in a particular period. Topics will vary considerably,

and the reading will vary accordingly. Subjects that might be addressed include but are not in principle limited to the following: the Persian Wars; the Peloponnesian War; Cicero's struggle to save the Roman Republic; Augustus' establishment of the Roman Principate; the Glorious Revolution, its defense during the War of the League of Augsburg and the War of the Spanish Succession, and the Hanoverian Succession; the American Constitutional Convention; the career of George Washington; Alexander Hamilton and Thomas Jefferson as rival statesmen; the statesmanship of James Madison; Napoleon as statesman and tyrant; Metternich and the Congress of Vienna; the statesmanship of Otto von Bismarck; the origins of the First World War; World War I, the Congress of Versailles, and the Aftermath; Adolf Hitler as statesman and tyrant; Josef Stalin as statesman and tyrant; the origins of World War II; World War II and the postwar settlement; the statesmanship of Charles de Gaulle; the statesmanship of Winston Churchill; and the Cold War.

**821. Churchill.** An examination of the principles and practice of statesmanship, focused on the writings and actions of Sir Winston Churchill. The course aims to discover what a statesman is, what sort of statesman Churchill was, and what is the place of and need for a statesman in a popularly governed nation.

**831. Teacher-Scholar Apprenticeship I.** 1 credit hour. For doctoral students with interest in teaching at the college level, this course – in conjunction with POL 832 – may be taken instead of the third year of the Doctoral Humanities Seminar. Enrolled students will work individually with a member of the Graduate Faculty on developing some of the essential skills for a career in college-level teaching and scholarship. Like an Independent Study, the particular requirements and contact hours of each apprenticeship will be agreed upon by the individual student and faculty member, put in writing, and approved by the Graduate Dean prior to the beginning of the semester in which the apprenticeship is to take place. Requirements may include, but are not limited to: observing the professor as he/she teaches class, drafting sample syllabi and other course material, preparing and delivering mock classes, research (not to exceed 5 hours per week) and co-authorship for scholarly work.

**832. Teacher-Scholar Apprenticeship II.** 1 credit hour. As with POL 831, above, though normally taken with a different member of the Graduate Faculty.

**833. Classical School Administrator Apprenticeship.** 1 credit hour. This apprenticeship aims to introduce and familiarize students with many of the practical aspects of classical-school administration. Enrolled students will apprentice at the Hillsdale Academy. Under the direction of the Headmaster of Hillsdale Academy, enrolled students will spend one hour per week at the Academy, interacting with Academy staff and administration as they are exposed to various elements of classical secondary education/administration. This apprenticeship is open to both M.A. and Ph.D. students, and may not be substituted for any other requirement in either degree program. **See Appendix II for additional information.**

**850. Master's Thesis.** 6 credit hours.

**860. Doctoral Readings.** 0 credit hours. For the doctoral student needing additional time to prepare for language-competence examinations or comprehensive examinations, or to complete the dissertation. Registration for this course indicates that the student is involved in full-time studies and is working toward the satisfaction of one of the non-coursework requirements. Registration for this course requires the approval of the Graduate Dean, and at the end of it the student must give evidence that progress has been made toward the

completion of a program requirement. Students may register for this course a maximum of four times.

**870. Dissertation Research I.** 3 credits hours. For the doctoral student who has completed coursework requirements, foreign language requirements, and has passed the comprehensive examination.

**880. Dissertation Research II.** 3 credit hours. For the doctoral student who has completed an approved dissertation proposal.

In those cases where the Graduate Dean authorizes an advanced undergraduate course to be cross-listed for graduate credit, it shall be listed at the 500 level. In such courses, the professor is to require additional work from the graduate students, and is to expect a higher level of understanding and performance. Minimally, a major term paper is to be required of graduate students in such courses, and professors may also set additional requirements at their discretion. The Graduate Dean shall also determine whether such courses apply to the Political Philosophy track or the American Politics and Political Thought track.

Courses offered at the 600-800 level are reserved exclusively for graduate students. Unless a waiver is granted by the Graduate Dean for an exceptional case, undergraduate students may not be invited to sit in on these courses, even if they are registered for an undergraduate independent study on the course topic. Any course which is offered for both undergraduate and graduate students must be offered at the 500 level.

### Section 3: Doctor of Philosophy in Politics

Doctoral students are expected to develop a firm knowledge of the first principles of American constitutionalism and to understand the fate of those principles in American political development and contemporary American politics. Since the first principles of American constitutionalism and subsequent developments in the American political tradition have been informed by the great works of Western political thought, students ought also to understand the critical elements of Western political thought, both classical and Modern. In addition to becoming conversant in the most relevant contemporary scholarship on these themes, doctoral students are expected to develop an understanding of the following Core Texts of Western and American political thought:

Plato, *Republic*  
 Aristotle, *Nicomachean Ethics*; *Politics*  
 Aquinas, *Summa Theologiae*, Treatise on Law  
 Machiavelli, *The Prince*  
 Hobbes, *Leviathan*  
 Locke, *Second Treatise of Government*, *Letter Concerning Toleration*  
 Rousseau, *Second Discourse*, *Social Contract*  
 Kant, *Groundwork of the Metaphysic of Morals*  
 Hegel, *Philosophy of History*; *Philosophy of Right*  
 Marx, *Communist Manifesto*; Critique of Hegel's *Philosophy of Right*  
 Nietzsche, *Use & Disadvantage of History*; *Beyond Good and Evil*  
 U.S. Declaration of Independence  
 U.S. Constitution  
*The Federalist*  
 Essential writings of Alexander Hamilton, Thomas Jefferson, James Madison, George Washington  
 Tocqueville, *Democracy in America*  
 Lincoln-Douglas Debates  
 Lincoln, Lyceum Speech; Temperance Address; Speech on the Kansas-Nebraska Act; Speech on the Dred Scott Decision; Cooper Institute Speech; House Divided Speech; First and Second Inaugural Addresses; Message to Congress of July 4, 1861; Gettysburg Address  
 Progressive commentaries on American constitutionalism by Woodrow Wilson, John Dewey, Theodore Roosevelt, and Herbert Croly  
 Franklin Roosevelt, Commonwealth Club Address; 1944 Annual Message  
 Other writings on 20<sup>th</sup> and 21<sup>st</sup> century thought and politics in America, including institutions and policies, used in doctoral coursework during the student's time in the program

#### Degree Requirements

- 72 credit hours
- Minimum of 18 hours in each of the two tracks
- Maximum of 12 hours in advanced undergraduate courses cross-listed for graduate credit (only courses designated at the 500 level). This maximum may be raised in individual cases of compelling need at the discretion of the Graduate Dean, and the Dean will determine on a case-by-case basis which track (political philosophy or American politics), if any, will be credited for each 500-level course.
- POL 601-605, POL 621-625, POL 810

- Completion of 6 hours of Doctoral Humanities Seminar (included in the 72-hour requirement, above). Third-year doctoral students interested in careers in college teaching may substitute POL 831 and 832 for the final year of the Doctoral Humanities Seminar, with the permission of the Graduate Dean.
- Reading competence in two foreign languages, one classical and one modern.
- Successful completion of a doctoral qualifying exam (consisting of written and oral components), administered by the graduate faculty to determine students' suitability for continuing in the program, taken during the third semester of full-time coursework or its credit equivalent.
- Successful completion of a doctoral comprehensive examination (consisting of written and oral components), to be administered upon the completion of all coursework, based upon a set of core texts (see above).
- Successful completion and defense of a doctoral dissertation.

## **Regulations**

### Required Courses

Doctoral student coursework will consist of required elements and electives. Required 3-hour courses are POL 601, 602, 603, 604, 605, 621, 622, 623, 624, 625, and 810. The requirement for one or more of these courses may be waived by the Graduate Dean if the student demonstrates that he or she has taken graduate coursework dealing substantially with the same text(s) as the required course for which a waiver is sought.

### Independent Study

One independent study (up to three credit hours) may be counted toward the required credit hours for the Ph.D. Independent studies count towards elective credit only and cannot be substituted for core courses. Independent studies must be on topics that are not covered by the regular course offerings of the graduate program. All independent studies require the approval of the Graduate Dean, application for which must be submitted to the Graduate Dean's office at least one week prior to the beginning of the semester in which the independent study is to be taken. Upon approval, the Graduate Dean will assign an appropriate course number in consultation with the Registrar, and will determine whether the course will apply to the political philosophy track or the American politics track.

### Doctoral Humanities Seminar Requirement

All doctoral students are required to take 6 hours of Doctoral Humanities Seminar (POL 801, 802, 803), though the combination of POL 831 and 832 may be substituted for one of these, as noted above. The Doctoral Humanities Seminars are year-long, 2-credit courses that address the broad themes of the humanities and draw upon the breadth of the Western tradition. The purpose of these seminars is to emphasize to students the place of the study of politics within the humanities and liberal arts as a whole, and to help prepare them for teaching positions which will often be found at liberal arts institutions. The texts studied will be drawn from the great books of the Western canon. The seminar will meet 9 times per academic year, and each session will be guided by a different Hillsdale College faculty member. Disciplines to be drawn from will most likely include, but are not limited to: Classics, English, History, Philosophy, and Politics. Sessions will normally be scheduled for 3 hours in the evening, and will consist of a faculty lecture followed by questions and discussions with the doctoral students led by the faculty member. Students will write a paper for each year of the seminar, based upon a particular session from that year, under the direction of the faculty member who conducted the session. Session themes and faculty will be organized by the Graduate Dean.

### Foreign Language Competence

The requirement is for reading competence, demonstrated by passing a written translation examination on material from a critical text in the Western political tradition in the relevant language. Determination of the text and the faculty member who is competent to administer the examination is made by the Graduate Dean, who makes the final decision as to whether or not a student has demonstrated foreign language competence. Alternatively, competence in some languages may be demonstrated by the successful completion of language courses at Hillsdale College. Students should consult the Appendix to this handbook for information specific to each language. Competence in one ancient language is required (Latin or ancient Greek), in addition to competence in one modern language (normally French, Italian, or German). In those cases where a student's doctoral research would benefit most from specialized language competence, the Graduate Dean has the discretion to permit the student to qualify in two ancient languages or two modern languages, instead of one of each. No coursework that students may take in preparation for a language exam is counted toward the 72-hour degree requirement.

### Doctoral Qualifying Examinations

The purpose of this exam is to determine students' suitability for continuing in the doctoral program. Grade achievement in individual courses is not sufficient to establish a student's suitability for continuing. Qualifying exams will be administered during a student's third semester of coursework (or its credit equivalent), and will be based on coursework the individual student has completed during his or her first two semesters. There will be written and oral components to the examination. Students failing it will be transferred into the Master's program (effective the subsequent semester) so that they can earn that degree upon completion of its requirements. Students transferred into the M.A. program are no longer eligible for fellowship support.

Each semester the Graduate Dean will appoint a Qualifying Examination Panel from among the Graduate Faculty, consisting of three members including the Dean, which will conduct all qualifying exams for students who are due to take them that semester. The panel will write the questions for the written portion of each student's examination, based upon the coursework taken by each student to be examined. The examination as a whole consists of three parts:

- 1) On the date of the written examination, each student must submit a substantial paper (minimum of 20 typed, double-spaced pages) as evidence of writing, scholarly, and intellectual abilities. Although this paper may be one previously submitted in satisfaction of a course requirement in the College's graduate program, it should be free of instructor's grades or remarks.
- 2) A four-hour written examination tailored to the individual student, based upon coursework he or she has taken in the College's graduate program.
- 3) An oral examination held 1 to 3 weeks after the written examination. It will be conducted by the Qualifying Examination Panel, will last from 60 to 90 minutes, and will cover the paper submitted, the written examination, and other questions the examiners may deem pertinent based upon the student's body of work in the program.

At the conclusion of the oral examination, the Qualifying Examination Panel shall deliberate on the student's suitability for continuing in the doctoral program. It will

consider the following factors: all written materials submitted for the examination, the student's performance in the oral portion of the examination, the student's record of academic achievement in the coursework of the College's graduate program, and the impression made by the student on the Graduate Faculty during his or her time in the program (the Graduate Dean shall be prepared to report on these last two factors to the other members of the panel). On the basis of these factors, the panel shall strive to make a judgment as to whether the student's overall performance in the program to date and the performance on the qualifying examination merit continuation in the doctoral program, and as to how likely it is that the student will be able to perform well in the remaining elements of the program and write successfully a dissertation. At the conclusion of its deliberations the panel shall vote, with a majority required for the student to continue in the doctoral program. The judgment of the panel is final.

#### Doctoral Comprehensive Examinations

Comprehensive exams, containing both written and oral components, are to be taken upon the completion of all required coursework and satisfaction of language requirements. The exams will be based both upon the individual student's coursework in the program and the list of Core Texts (above) which applies to all doctoral students and for which all doctoral students will be responsible. In choosing their coursework, students should thus keep in mind the list of Core Texts; the list is based upon courses that will be offered at least once every three years (that is, courses that all students will be able to take during their time in the program). Courses from which these core texts are drawn are numbered in the 600s.

Each semester the Graduate Dean will appoint a Comprehensive Examination Panel from among the Graduate Faculty, consisting of three members including the Dean, which will conduct all comprehensive exams for students who are due to take them that semester. The panel will write the questions for the written portion of the examination based upon the list of Core Texts. The examination consists of two parts:

- 1) An eight-hour written examination, administered over the course of two days, which will be the same for all students taking the examination that semester and which all students will take at the same date and time.
- 2) A one to two hour oral examination for each individual student, held 1 to 3 weeks after the written examination, based not only upon the written examination but also any material that a student is expected to know on the basis of the Core Texts and his or her coursework in the program. All works from the list of Core Texts are legitimate grounds for examination for all students.

At the conclusion of the oral examination, the panel will deliberate on whether or not the student has demonstrated satisfactory knowledge of the Core Texts and of the concepts outlined in the aims of the doctoral program. A majority vote of the panel is required for the student to pass the examination. Students who do not pass may be given one re-examination in the subsequent semester. Students failing the examination a second time may not proceed to candidacy and are removed from the doctoral program. Students who fail their second attempt at comprehensive examination may appeal the decision of the Comprehensive Examination Panel to the full Graduate Committee. In the case of such an appeal, the Graduate Dean will submit to the Graduate Committee the student's written answers from both the first

and the second comprehensive exam. The Graduate Committee may, at its sole discretion, call the student before it and conduct its own oral examination. The decision of the Graduate Committee is final. Under no circumstances may a third comprehensive examination be attempted.

### Dissertation

Students may move to the dissertation stage only after a written dissertation proposal has been approved by the dissertation committee and the Graduate Dean. Students must have completed all of their language requirements and the comprehensive examination before a dissertation proposal can be approved. No student is permitted to write a dissertation on a topic whose major texts are in a language in which the student has not demonstrated reading competence. Dissertation committees are to consist of three faculty, at least two of whom must be regular graduate faculty of Hillsdale College. The composition of the committee is to be approved by the Graduate Dean.

### Dissertation Proposal

The student must submit to the Graduate Dean a dissertation proposal which has been developed in consultation with a prospective dissertation director who has signed off on the final proposal. The proposal must also include the names of two other prospective committee members who have consented to serve on the committee. The proposal should state the thesis to be developed, outline the basic argument of the dissertation, and indicate the key areas of research. It should include a complete bibliography of primary source material and a substantial selection of relevant secondary literature. The length of the proposal's narrative should be no shorter than five (double-spaced, typed) pages.

### Dissertation Defense

Once the dissertation has met with the approval of all committee members, the student shall submit a final typescript to the Graduate Dean, who will then schedule an oral defense. The defense committee shall consist of five members: the dissertation's three readers, the Graduate Dean, and one other member of the College faculty (or, if appropriate, an outside scholar) appointed by the Graduate Dean. If the Graduate Dean is already a reader of the dissertation, then a second faculty member is appointed to the defense committee in order to bring the final number to five. The defense is open to all members of the Graduate Faculty and College administration, but only the five members of the defense committee may vote on the candidate's performance, with four votes required for approval. An unsuccessful defense means that the dissertation will not be accepted and the doctoral degree will not be awarded. A second and final defense will be permitted by the examiners after the candidate has made the required corrections or revisions.

After the candidate has successfully completed his or her defense, he or she must deliver a public lecture of approximately thirty minutes based upon the dissertation, open to the attendance of all College faculty and students.

### Format and Final Copy

The final copy of the dissertation must follow consistently one of the options provided by The Chicago Manual of Style, as summarized in the Turabian-Honigsblum manual for thesis and dissertation writing. To ensure permanence, the final copy should be on 100% cotton rag paper, and the print should be letter quality. This final copy must be submitted to the Graduate Dean no later than four weeks prior to graduation.

### Time Limit

All requirements for the doctorate must be met within eight years from the time the student begins coursework in the program. Periods for which a Leave of Absence is requested and granted are not counted toward the limit. Extensions to this limit may be granted by the Graduate Committee.

### Scholarship Policy and Grade-Point Minimum

At the end of each semester, the Graduate Dean will review students' academic performance. A cumulative grade point average of 3.5 is required for continuance of scholarship and fellowship support. The continuance of support is also contingent upon student adherence to the personal conduct policy (see below). The maintenance of the minimum GPA is not the sole condition for continuance of scholarship/fellowship support or continuance in the program – see the policy on Doctoral Qualifying Examinations (above).

Doctoral students who decide to transfer from the doctoral program to the M.A. program forfeit fellowship support and may, at the discretion of the Graduate Dean, also forfeit scholarship support.

A cumulative grade point average of 3.0 for all doctoral coursework is required for graduation.

### Application for M.A.

Doctoral students may apply for the M.A. degree upon successful completion of their Qualifying Examination and thirty-six hours of coursework in the graduate program at Hillsdale College.

### Transfer of Graduate Credit

After students have passed the Qualifying Examination, they may petition the Graduate Dean for a transfer of credits from previous graduate study. Credits transferred from previous study may not be counted toward those necessary to apply for the M.A. No more than 15 credits may be transferred into the doctoral program, and the transfer of credits is not automatic. Petitions for transfer credit must be for work completed within the last five years, strictly compatible with Hillsdale's Politics curriculum, must have been done at an accredited university or college, and must have received the equivalent of a "B" or better. Pass/fail courses may not be transferred. The Graduate Dean will make the final determination on any transfer of credit, and on how it will be applied to the specific requirements of the doctoral program.

### Admission to Candidacy

Doctoral students are admitted to candidacy after successfully completing all course requirements, satisfying the two language requirements, and passing the Comprehensive Examination. Having completed these requirements, students are permitted to use the designation "Ph.D. (cand.);" after their name.

## Section 4: Master of Arts in Politics

The aim of the M.A. program is for students to develop a firm knowledge of the first principles of American constitutionalism and to understand the fate of those principles in American political development and contemporary American politics. Since the first principles of American constitutionalism and subsequent developments in the American political tradition have been informed by the great works of Western political thought, students ought also to understand the critical elements of Western political thought, both classical and Modern.

### Degree Requirements

- Minimum of 9 hours in each of the two tracks
- 36 credit hours
- Maximum of 9 hours in advanced undergraduate courses cross-listed for graduate credit (only courses designated at the 500 level). This maximum may be raised in individual cases of compelling need at the discretion of the Graduate Dean, and the Dean will determine on a case-by-case basis which track (political philosophy or American politics), if any, will be credited for each 500-level course.
- Completion and oral defense of an M.A. thesis, which counts as 6 credit hours toward the 36-hour requirement.
- For students in the doctoral program having passed the Doctoral Qualifying Examination, the M.A. degree may be earned without the M.A. thesis, completing 6 hours of coursework in its place, for a total of 36 hours.

### Regulations

#### Choice of Courses

There are no required courses for the M.A. program. However, students will be held to account in their thesis defense examination for how well they have mastered the concepts described in the aims of the M.A. program (above). Students should choose their coursework with this in mind. Accordingly, it is expected that students will take coursework in both early and contemporary American political thought and politics, as well as classical and Modern political philosophy.

#### Independent Study

One independent study (up to three credit hours) may be counted toward the required credit hours for the M.A. Independent studies must be on topics that are not covered by the regular course offerings of the graduate program. All independent studies require the approval of the Graduate Dean, application for which must be submitted to the Graduate Dean's office at least one week prior to the beginning of the semester in which the independent study is to be taken. Upon approval, the Graduate Dean will assign an appropriate course number in consultation with the Registrar, and will determine whether the course will apply to the political philosophy track or the American politics track.

#### M.A. Thesis

The thesis is to be a minimum of 50 typewritten, double-spaced pages, and is often an expansion of a paper completed for coursework in the M.A. program, although this need not be the case. As they take their courses, students should be consulting with faculty and formulating a plan for their theses. In the final semester of their M.A. coursework, students should approach a member of the Graduate Faculty about serving as a thesis reader, and should also secure the consent of a second reader from the Graduate Faculty. Prior to the end

of the semester, the student should submit a thesis proposal to the Graduate Dean. The proposal should state the argument of the thesis, outline how the argument will be developed, and indicate the key areas of research. It should include a complete bibliography of primary source material and a substantial selection of relevant secondary literature. The length of the proposal's narrative should be no shorter than three (double-spaced, typed) pages and, if the thesis is to be an expansion of a previously written paper, the original paper should be included with the proposal. All proposals must be approved by the Graduate Dean; a student whose proposal is denied may appeal to the Graduate Committee.

#### Thesis Defense and Examination

Once the thesis has been written and approved by both readers, it is to be submitted to the Graduate Dean who will schedule an oral defense and examination in consultation with the student and the readers. The Graduate Dean will serve as the third member of the examining panel (if the Dean is already one of the two readers, he will appoint another member of the Graduate Faculty to serve on the panel, bringing the total number to three). The oral defense will last from 60 to 90 minutes, and will examine the student in two areas:

- 1) The argument of thesis itself and the student's knowledge of the topic of the thesis and the literature (primary and secondary) relevant to it.
- 2) The student's knowledge of the concepts that are central to the aims of the M.A. program (stated above). In particular, the student will be expected to demonstrate that he or she understands the principles of the constitutional order created by the American founders, and the fate of those principles in American political development and contemporary American politics. The student will also be expected to show proficiency in knowledge of the Western tradition of political philosophy – both classical and Modern – which informs the American political order.

The defense is open to all members of the Graduate Faculty and College administration, but only the three members of the examining committee may vote on the student's performance, with three votes required for approval. An unsuccessful defense means that the thesis will not be accepted and the M.A. degree will not be awarded. A second and final defense will be permitted by the examiners after the student has made the required revisions or has prepared more adequately for the panel's questions.

#### Time Limit

The master's thesis must be completed and successfully defended within two years after the completion of master's coursework. Periods for which a Leave of Absence is requested and granted are not counted toward this limit. Extensions to this limit may be granted by the Graduate Committee.

#### Scholarship Policy and Grade-Point Minimum

At the end of each semester, the Graduate Dean will review students' academic performance. A cumulative grade point average of 3.3 is required for continuance of scholarship support. The continuance of support is also contingent upon student adherence to the personal conduct policy (see below).

A cumulative grade point average of 3.0 for all master's coursework is required for graduation.

Transfer of Graduate Credit

Master's students may petition the Graduate Dean for a transfer of credits from previous graduate study. No more than 6 credits may be transferred into the M.A. program, and the transfer of credits is not automatic. Petitions for transfer credit must be for work completed within the last five years, strictly compatible with Hillsdale's Politics curriculum, must have been done at an accredited university or college, and must have received the equivalent of a "B" or better. Pass/fail courses may not be transferred. The Graduate Dean will make the final determination on any transfer of credit, and on how it will be applied to the specific requirements of the M.A. program.

## Section 5: Policies

In addition to the regulations provided above, which apply to particular degree programs, the following policies apply for all students in the Graduate School of Statesmanship.

### Admission

Admission to the Graduate School requires the completion of a Bachelor's degree from an accredited college or university. Applicants for admission are required to submit the following:

- 1) A completed application, which may be submitted online
- 2) Official transcripts from all institutions where undergraduate and graduate work has been undertaken
- 3) Official score report from the Graduate Record Examination, taken within the last five years
- 4) Three letters of recommendation
- 5) A sample of written work
- 6) A concise statement of interest
- 7) An application fee in an amount set by the College administration

Admissions decisions are made by the Graduate Committee, the decision of which is final.

### Scholarships

Applicants admitted on the basis of particularly exceptional records may be awarded scholarships in the form of full or partial tuition waivers. In addition to scholarship support, doctoral students may be awarded fellowships in the form of stipends to assist in covering living expenses. Scholarship and fellowship awards will be determined by the Graduate Committee coincident with the admissions decision.

The Graduate Dean will review the students' status each semester, with respect both to the minimum grade point average required for maintenance of scholarships and fellowships (cumulative GPA of 3.5 for doctoral students, and 3.3 for master's students), and for adherence to the personal conduct policy. Students failing to adhere to the minimum GPA will be removed from any scholarship and fellowship support, effective the following semester. If the student subsequently raises his or her GPA back to the required threshold, he or she may petition the Graduate Dean for reinstatement of fellowship or scholarship support. The decision for reinstatement is solely at the Dean's discretion, and must take into account available funds, in addition to other factors.

Note: Students receiving scholarship and fellowship support will normally have received such support due to the generosity of donors to the College. As a condition of receiving this support, students may be required, at periodic intervals, to correspond with donors and report on their progress. The Graduate Dean's office will inform students of these requirements in a timely manner. Failure to fulfill this obligation constitutes grounds for the revocation of scholarship and fellowship support at the discretion of the Graduate Dean.

### Academic Status

The minimum GPA required for annual continuance in the Graduate School is 3.0. Records will be reviewed at the end of each spring semester for adherence to this requirement, with students falling below the threshold notified within three weeks of the semester's conclusion that they may not return for the fall. There is no appeal in this situation.

In courses in which a grade lower than C (2.0 GPA) is earned, the grade counts for determination of GPA but does not satisfy course or credit requirements.

In order to maintain status in the graduate program, students will be required to attend occasional events in addition to their class sessions; these may include, but are not limited to, academic convocations, orientation, and organizational meetings. Attendance at such functions, announced in advance by the Graduate Dean's office, is mandatory. It is also mandatory for students to participate in any activity that is associated with the College's assessment program, including but not limited to the completion of surveys as well as pre and post tests. The Graduate Dean's regular review of students' academic status will include review of their attendance at and participation in these activities.

### **Repeating a Course**

In cases where a student earns a grade lower than "C" in a required course, he may petition the Graduate Committee for permission to repeat it. Permission, if granted, is subject to course availability. If a course is repeated, credit hours and grade point average, both semester and cumulative, will be computed on the basis of the last attempt regardless of the grade earned. Both grades will appear on the student's permanent record, the second being designated as a repetition.

### **Registration**

Before students can register for courses in the graduate program, they must obtain the approval of the Graduate Dean (or his designate) for their schedules.

### **Student Absences**

Graduate students are expected to attend all scheduled class sessions and to satisfy all course requirements within the timeframe established by their professors, unless prevented from doing so by an extraordinary circumstance such as a serious illness. The absence policy in each graduate course is the province of the course professor, and is to be spelled out clearly in each course syllabus. Professors may institute grade penalties for violations of their absence policies, up to and including failure of the course.

### **Incomplete (I) Grade Policy**

The "I" grade should be used only rarely. It may be given in a course if, for a serious reason, the student is unable to finish all assignments by the end of the semester and if the reasons for the delay have been accepted by the professor. No "I" grade shall be given unless a student explicitly requests it. All "I" grades for any semester must be cleared by the completion of the required work prior to the first day of the subsequent semester. The professor has the right to require, as condition of granting the "I" grade, that the work be finished more quickly than the established deadline.

### **Academic Honesty**

Students should understand and adhere to the policy on academic honor stated in the College Catalog. Stated in its most basic form, students shall not cheat on quizzes or examinations, nor shall they use the words of others without proper attribution in written assignments. Given their maturity and the fact that they are being prepared for a career as a scholar or in public service, graduate students are held to the highest possible standards, and there will be no tolerance whatsoever for any kind of academic honor violation. Accordingly, the procedure for dealing with a potential academic honor violation by a graduate student is distinct from that which applies to undergraduates. If a professor believes that a student may have violated the academic honor policy, the professor is to notify the student and request an explanation.

If the student admits to the violation, the professor shall assign a grade of “F” for the course and prepare a written report for the Graduate Dean. Upon receipt of the report and ensuring that all procedures have been followed, the Graduate Dean shall dishonorably dismiss the student from the Graduate School forthwith.

If the student does not admit to the violation, the professor shall determine if a violation has occurred based upon the student’s explanation and the evidence of the case. If after these considerations the professor does not believe a clear violation has occurred, the case ends there and the student receives a grade on the assignment that it would have merited in the absence of any academic honor issue. If after these considerations the professor determines that a clear violation has occurred, he will assign a grade of “F” for the course and prepare a written report for the Graduate Dean. Upon receipt of the report and ensuring that all procedures have been followed, the Graduate Dean shall dishonorably dismiss the student from the Graduate School, unless the student notifies the Dean of his or her intent to appeal. If appeal is made, the Graduate Committee makes the final decision. If the Graduate Committee overturns the decision, the professor must assign a grade for the assignment that it would have merited in the absence of any academic honor issue. If the Graduate Committee confirms the decision, the Graduate Dean shall dishonorably dismiss the student from the Graduate School forthwith.

Dishonorable dismissal from the graduate school includes immediate forfeiture of any scholarship or fellowship funds which may otherwise be due to the student.

### **Classification of Students**

Full-time students are enrolled for a minimum of 9 credit hours per semester. Part-time students are enrolled for fewer than 9 credit hours per semester. Part-time study in the doctoral program is not permitted, and no student on part-time status is eligible for scholarship support. The following exceptions apply:

For the semester in which Master’s students are enrolled in POL 850 (Master’s Thesis), they are considered full-time students for scholarship purposes.

Doctoral students enrolled in POL 860 (Doctoral Readings), POL 870 (Dissertation Research I), or POL 880 (Dissertation Research II) are considered full-time students for scholarship and fellowship purposes.

### **Diploma Application**

Candidates for a degree must apply within the first two weeks of the semester in which they anticipate graduating. Those making application should reasonably anticipate finishing all required coursework during the semester in question, and should reasonably anticipate the completion of all other degree requirements (e.g. dissertation and theses defenses) no less than four weeks prior to graduation. Students are advised to consult with the Graduate Dean in order to determine if their anticipation of graduation is reasonable.

### **Leaves of Absence**

Students who need to interrupt their course of studies from one semester to the next must seek a leave of absence. Request for a leave must be made at least two weeks prior to the first day of classes and must be addressed to the Graduate Dean. The decision to grant or deny the leave is made by the Dean, and leaves will be granted for a fixed period and only where there is a good reason and a good prospect of the student’s return to the program. There is no guarantee of continued availability of scholarship or fellowship support upon return from a leave. Leaves are not counted toward the time limit for degree completion. Students who interrupt their course of studies without a

leave of absence are considered to have resigned from the Graduate School and must reapply for admission should they desire to return.

### **Personal Conduct**

As members of the campus community, graduate students will adhere to the Hillsdale College Honor Code: “A Hillsdale College student is honorable in conduct, honest in word and deed, dutiful in study and service, and respectful of the rights of others. Through education the student rises to self-government.”

The College Catalog elaborates on the Honor Code and outlines regulations for proper student conduct, which apply to undergraduate and graduate students alike. Graduate students are expected to be leaders in exemplifying the virtues inherent in the Honor Code, and are held to an even higher standard than undergraduates.

In order to become sufficiently familiar with the College’s high expectations for graduate student conduct, graduate students will undergo an orientation conducted by the Office of Student Affairs. Graduate students will be particularly aware of avoiding conduct inappropriate because of the difference in maturity between them and the undergraduates; they shall, for example, strictly follow the civil law and College policy with respect to alcohol consumption and providing alcohol to minors.

The procedure for student discipline outlined in the College Catalog applies to graduate students as well as undergraduates. Since students’ personal conduct and character is integral to their participation in the graduate program, the Graduate Dean shall be kept apprised of any disciplinary matters by the Office of Student Affairs.

Furthermore, as stated in the College Catalog, “good citizenship and sound character are requirements of all financial aid awards.” In the event of any discipline for personal conduct, the Graduate Dean shall be notified and shall decide if scholarship or fellowship support should be discontinued. The Graduate Dean’s decision may be appealed to the Graduate Committee.

### **Campus Life**

Graduate students will have a representative on the College’s Student Federation, and are free to join and participate in student club activity. Officer positions in these organizations, however, are reserved for undergraduate students, with the exception of the Graduate Student Association, the membership of which is reserved for graduate students.

## **Appendix I**

### **GUIDELINES FOR FOREIGN LANGUAGE QUALIFYING GRADUATE SCHOOL OF STATESMANSHIP**

As a requirement for the Ph.D., doctoral students must demonstrate reading competence in two foreign languages before they are permitted to sit for comprehensive examinations. Reading competence must be demonstrated in one ancient language (normally Greek or Latin) and one modern language (normally French, German, or Italian). In those cases where a student's doctoral research would benefit most from specialized language competence, the Graduate Dean has the discretion to permit the student to qualify in two ancient languages or two modern languages, instead of one of each. Students interested in qualifying in languages other than those named above need a research-related justification and the permission of the Graduate Dean.

What is "reading competence"? "Reading competence" does not mean fluency, and especially not fluency in speaking the language. It means, instead, that the student possesses the ability to work with a text in the particular original language in the course of research. Advanced doctoral-level research means that the reader of a text should not need to rely entirely upon a translator's rendering of it, since this rendering can often affect how a text is interpreted. Developing reading competence is not an end in itself, nor is it a purpose of our program, strictly speaking, to teach foreign languages; rather, foreign-language competence is one important means to the end of our program, which is the understanding of the first principles of politics and of the greatest works where these principles are explored. In demonstrating reading competence the use of a dictionary or lexicon is permitted, but only when coupled with the kind of competence in the language that makes such use efficient as opposed to cumbersome.

When should reading competence be demonstrated? The Graduate Handbook gives a deadline (qualification for both languages must be completed prior to the comprehensive examinations – that is, just after the conclusion of all doctoral coursework), but it does not specify a particular time within the long period prior to that deadline when students should qualify. The timing is up to the student, who may choose to qualify at any time during the course of the program. Students may qualify for their two languages at two different times (this will, in fact, be the usual practice). Students are advised to complete language qualification at the earliest possible stage of their time in the program. If students come into the program with sufficient knowledge in one or both languages, they should qualify as soon as possible. Students are strongly advised not to leave their language study and qualifying to the end of their coursework.

How is reading competence demonstrated? For most languages, the reading-competence requirement can be fulfilled in one of two ways:

- 1) The completion of a certain level of coursework in that language at Hillsdale College. The level of coursework necessary varies by language, and is specified below. The final course in the sequence must be passed with a grade of "B-" or better. For students who are not starting language coursework at the introductory level, a placement test should be taken to determine where in the sequence they should begin. *Courses taken in this way are for credit and will appear on the student's transcript; the credits do not count, however, toward the 72-hour requirement for the Ph.D., nor are they calculated into the determination of GPA for scholarship and academic status purposes.* Students taking this option do not take a reading-competence examination; they simply complete the final course in the sequence with a "B-" or better and are thus automatically qualified.

\* In those cases where students have taken language classes at Hillsdale College prior to their entry into the graduate program, those classes can satisfy this requirement if they have been satisfactorily completed within the four years prior to entry in the graduate program. For those whose Hillsdale College language coursework was completed before such a point, a translation exam is required (see Option 2, below).

2) Passing a reading-competence examination administered by the designee of the Graduate Dean. Such an exam normally consists in translating an excerpt of text in the specified language within a limited amount of time. Specifics will vary with the language in question, so students should consult the Dean's office and will need to file a request with the Dean's office requesting a reading-competence examination.

How students prepare for a reading-competence examination is up to them. Some will come into the program with extensive knowledge in a language and may need little or no preparation. Others will have more modest knowledge, and may want to spend some time either in self-study or in coursework. Still others will need to start fresh, and again may do so either through self-study or in coursework.

Note: For those students interested in taking coursework to help prepare for a language-competence exam, some Hillsdale College language departments permit either auditing or taking the course for a grade, while others require that all students in the classroom take the course for a grade. See the breakdown of specific languages below.

Limit: Students are limited to one attempt per semester at passing a reading-competence examination for a particular language. Exceptions to this limit may be granted by the Graduate Committee.

### **Additional information regarding specific languages:**

#### Greek

Students qualifying in Greek by means of Option # 1 will need to pass a Greek reading course (CLS 220 or suitable substitute approved by the Graduate Dean) with a grade of "B-" or better. Placement exams for Greek coursework may be arranged by meeting with the chairman of the Classics Department.

POL 805 (Intensive Greek for Graduate Students) is offered during occasional summers. At the conclusion of this course, students may either pass a translation exam to satisfy the competence requirement via Option #2, or may subsequently enroll in the appropriate Greek course to satisfy the competence requirement via Option #1.

Students qualifying in Greek by means of Option # 2, and who wish to take some undergraduate coursework to help in their preparation, may either take those courses for credit or may audit them with the permission of the instructor.

#### Latin

Students qualifying in Latin by means of Option # 1 will need to pass a Latin reading course (CLS 320 or suitable substitute approved by the Graduate Dean) with a grade of "B-" or better. Placement exams for Latin coursework may be arranged by meeting with the chairman of the Classics Department.

POL 806 (Intensive Latin for Graduate Students) is offered during occasional summers. At the conclusion of this course, students may either pass a translation exam to satisfy the competence

requirement via Option #2, or may subsequently enroll in the appropriate Latin course to satisfy the competence requirement via Option #1.

Students qualifying in Latin by means of Option # 2, and who wish to take some undergraduate coursework to help in their preparation, may either take those courses for credit or may audit them with the permission of the instructor.

### German

Students qualifying in German by means of Option # 1 will need to pass the 4<sup>th</sup> semester German course (Intensive Intermediate German – GRM 202) with a grade of “B-” or better. Placement exams for German coursework are available on Blackboard (accessible through the student portal or at blackboard.hillsdale.edu).

Students qualifying in German by means of Option # 2, and who wish to take some undergraduate coursework to help in their preparation, may either take those courses for credit or may audit them with the permission of the instructor.

### French

Students qualifying in French by means of Option # 1 will need to pass the 4<sup>th</sup> semester French course (Introduction to Literary Texts – FRN 300) with a grade of “B-” or better. Placement exams for French coursework are available on Blackboard (accessible through the student portal or at blackboard.hillsdale.edu).

All students taking undergraduate French coursework for the purposes of preparing to qualify by means of Option # 2 must register for the course and take it for a grade.

### Italian

Option # 2 is the only choice available for those students qualifying in Italian, as Hillsdale College does not have regular course offerings in this language. There are members of the graduate faculty who have competence in Italian, so students should consult the Graduate Dean for guidance in preparing for an Italian examination.

## **Appendix II**

### **CLASSICAL SCHOOL ADMINSTRATOR APPRENTICESHIP**

Given the fact that some graduates of the Van Andel School will go on to serve in teaching and administrative capacities in classically oriented secondary schools, this one-credit-hour apprenticeship aims to introduce and familiarize students with many of the practical aspects of classical-school administration. Enrolled students will apprentice at the Hillsdale Academy, a private, classically oriented, K-12 school that is owned and operated by Hillsdale College. Under the direction of the Headmaster of Hillsdale Academy, enrolled students will spend one hour per week at the Academy, interacting with Academy staff and administration as they are exposed to the following elements of classical secondary education/administration:

- Mission statements and founding documents
- Competing philosophical and pedagogical positions
- Bibliography/resources for administrators
- Curriculum (private and charter schools)
- Balancing Academics with Athletics, and other Extra Curricular Activities
- Teacher qualifications and assessments
- Administrator qualifications and assessments
- Student admissions and assessments
- Parent relations
- Board relations and duties
- Community relations
- Daily operations and schedules (budgets, class schedules, etc.)
- Fundraising activities (private schools)
- State mandates (charter schools)
- Accreditation (private and charter schools)
- Faith-based schools
- Transitions of “typical” schools to classical schools
- New school/start-up questions

In addition to observation of and interaction with Academy staff, enrolled students may also, as part of their contact hours, participate in mini-seminars for the purpose of discussing what they have observed; these seminars may be guided by Academy personnel or faculty from the Hillsdale College Education Department. While not intended to treat the principles of classical education comprehensively, apprentices will have the opportunity to discuss the connection between the core principles of classical education and the practical side of operating a classical school that their apprenticeship gives them the opportunity to observe. This apprenticeship is open to both M.A. and Ph.D. students, and may not be substituted for any other requirement in either degree program.

Application/Selection. Participation in this apprenticeship is limited to those who apply and are selected. Space in the apprenticeship is also limited, and will not likely exceed 4 students in any one semester. An introductory presentation on the apprenticeship will be given early each Spring semester by the Academy Headmaster. Following this presentation, students interested in applying for either semester of the following academic year must consult with the Graduate Dean and receive his nomination. Those students nominated by the Graduate Dean will then complete an application. This application will include evidence of convictions commensurate with the classical tradition, of high academic standards and of personality traits befitting a school administrator. Previous classroom teaching and administrative experiences are helpful, but not required, for the applicant. A brief essay touching on classical education will also be required. Applications will be forwarded to the

Academy Headmaster, who will make the final decision on admission to the apprenticeship.  
Admission decisions for the apprenticeships will be finalized prior to Spring pre-registration.

Date of Last Revision: August, 2015  
Approved by Graduate Committee: August, 2015  
Approved by President: August, 2015